Paul Green Chpt #6 Activity,

Based on the concepts discussed in Chapter 6 of the *Doing History* textbook each group will read a passage and analyze this for the following characteristics:

* Describe characteristics of disciplined inquiry and in-depth understanding.

*Gaining meaning through questions. Thinking at a higher level. “Was Christopher Columbus famous, and if so Why?” Questions lead to research and investigation, different types of inquiry are as follows.*

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| **Level of Inquiry** | **Description** |
| Confirmation/Verification | Confirmation of a principle through an activity when the results are known in advance |
| Structured Inquiry | Investigation of a presented question using a teacher-prescribed process |
| Guided Inquiry | Investigation of a presented question using student-designed process |
| Open Inquiry | Investigation of a student-formulated question using student-selected process |

* Describe examples of primary sources used

*Demographic Data, newspapers, photographs and trade books that represent different perspectives were put in an archive, relevant to the country, or section of history students would be investigating on. Also included was a set of questions to guide students search and analysis of each source.*

* Provide examples of application of GRASP frame.
* Describe examples of enduring understandings and essential questions

*Asking questions, challenging the known or certain held beliefs and ideas. Seeking different sources and opinions, testing hypothesis, and challenging different schemas.*

* Describe examples of what students should know and be able to do.

*Students should be able to reflect on how perspective or points of view influence historical interpretation. Assess which perspectives the curriculum most closely reflects in developing historical understanding.*

* Provide three examples of how you could apply differentiated instruction to these learning activities and/or assessments.

*Have students construct a presentation, showing their findings and research through use of a Graphic Organizer, constructing a timeline, or creating a map showing demographics, significant incidents / battles, as well as charts*

The Elementary Education will read/analyze the section entitled “Start Locally and Connect Globally”.

The Secondary Education groups will read/analyze the section entitled “Reporting Out”.

**Both groups will read/analyze the section entitled “Common Experiences and Critical Perspectives in World History” addressing the applicable bullets**.

Create a presentation addressing the bullets and post this to the Week 5 Activities page on the Wiki.